

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Dunham Elementary School

Tucson Unified District
9850 E. 29th, Tucson, AZ 85748

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Mrs. Paulette Scalese-Hirschman

Schedule: 7:30 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: Paulette.Scalese-Hirschman@tusd.k12.az.us

Grades: K-5

2002 Enrollment: 389

Phone: (520) 731-4200

Fax: (520) 731-4201

▼ School Overview ▼

Mission

Dunham is a community that strives to help every child be a successful learner in a collaborative, nurturing environment that promotes PeaceBuilding, responsibility and academic excellence.

Organization and Philosophy

- w Multiage Classrooms
- w Instructional Blocks for Literacy & Math
- w Collaborative Planning
- w Inquiry based, Hands-on Science

Instructional Programs

- w Literacy Block: 90 Minutes Daily
- w 60 min Daily Math Instruction
- w Full-day Kindergarten
- w Fine Arts Program: Music + Visual Arts
- w Computer Lab + Classroom Workstations
- w Community School/SEEDS
- w Afterschool Tutoring
- w DESERT Project School

School/Academic Goals

- w Within the Literacy Block, students are assessed and grouped by ability for reading and language arts instruction. Ongoing assessments monitor student achievement and determine student placement quarterly. Teachers collaborate for planning.
- w The school community practices PeaceBuilder strategies to promote responsibility and positive decision making. Students are trained to be Peace Coaches and learn strategies for peer mediation.
- w Focus on math instruction for consistent application of state standards within and across grade levels. Emphasis on specific strands at each grade level to increase student achievement.
- w Fine arts instruction is integrated in all classrooms. Students in all grades will participate in instrumental music instruction: ORFF instruments/K-2, recorders grade 3, violins grade 4, and band instruments grade 5.

Enrollment

October 1, 2001 School Year Student Enrollment:	419
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	77

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 3 Non-certified Employee(s)
 4 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 1 Student(s)

Council Duties

w Instructional Strategies
 w Parent/Educator Relations
 w Environment/School Climate
 w Tax Credit Issues
 w School Safety Issues
 w Personnel Decisions

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	1.50	Teacher Aide	4.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	0	1	0	0
10 or more years	1	10	1	0

▽ Shared Responsibilities ▽

School

A safe environment with clear and consistent expectations is maintained. Parent awareness and involvement is actively encouraged through our school newspaper, The Panther, monthly classroom newsletters and parent educational opportunities. Weekly faculty collaborations center on high performance standards and methods for increasing student achievement. Celebrations of achievement are recognized monthly. Parents are recruited to serve on committees and the leadership team.

Parents

In addition to basic needs, parent responsibilities include ensuring regular attendance; getting to school on time; ongoing communication with school and active participation in the school community. We also encourage parents to model the value of lifelong learning and to maintain high expectations and support for student achievement.

▽ Transportation Policy ▽

We follow our district's transportation policy (available on request).

▽ Calendar Information ▽

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	5 hrs. 35 min.	Last Day of School:	5/22/03

Operates on Traditional Schedule

Report Card Release Dates

10/23/02	1/7/03	3/18/03	5/22/03
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Additional Calendar/Report Card Information

In addition to quarterly progress reports, many teachers use portfolios to document student growth and achievement. For intermediate students, midterm reports are sent to parents of students who are at risk of failing or not making satisfactory progress based on their ability. Parents are invited to participate in writing intervention plans for those students needing special attention.

▽ Resources Available at School Site ▽

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab	W Cross Categ./BreakThrough Resource Ctr.
W Community School Program	W Media Center

Extracurricular Activities

W Student Council	W Peace Coaches
W Peer Mediators	W Band/Orchestra
W Art Teacher	W OAISIS Tutors; Lawyers for Literacy Prg.
W Before/After School Support	W Summer School Program/Community School

School/Community Resources

W Afterschool Program	W DES
W Crisis Intervention	W PTA
W Lawyers for Literacy Program	W Community Meetings
W Boy/Girl Scouts	W Clothing/Food Banks

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Student achievement made significant gains in reading, language and math on Stanford 9, AIMS and district assessment.</p> | <p>w School Council successfully campaigned for increases in tax credit donations that funds the fine arts program at Dunham.</p> |
| <p>w Tucson Women's symphony Association donation thousands of dollars in musical instruments to our program and sent volunteers to support instruction.</p> | <p>w Established an academic summer school program for remediation and practice of skills in addition to a full care child care program for grades K-6.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	11.7 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.8 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.9 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.3 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.7 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
American Heart Association Award	1999
Target Outstanding School	1999
March of Dimes Award	2000
Southern Arizona Juvenile Arthritis Fund	2001

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	71	531	3%	14%	52%	31%
	State	58840	524	9%	17%	45%	29%
Writing	School	68	554	3%	7%	69%	21%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	70	531	4%	17%	47%	31%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	77	513	10%	13%	60%	17%
	State	61305	505	21%	20%	43%	15%
Writing	School	75	528	7%	23%	53%	17%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	80	505	9%	35%	15%	41%
	State	61760	494	14%	40%	12%	34%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	97	67	60	--	--	--
2	Reading	--	--	--	100	53	50	93	45	52	96	54	53	87	62	57
	Language	--	--	--	100	54	40	100	51	43	100	52	44	90	64	48
	Mathematics	--	--	--	100	63	51	97	55	55	100	57	57	87	70	61
3	Reading	100	54	47	100	61	47	96	57	48	81	59	50	88	60	50
	Language	100	56	49	100	61	51	97	63	54	84	66	56	86	67	57
	Mathematics	99	55	46	100	65	49	96	61	52	86	55	54	85	66	56
4	Reading	100	57	53	100	54	54	100	48	54	91	61	55	75	59	55
	Language	100	48	47	100	51	49	100	47	48	91	56	50	80	54	50
	Mathematics	100	50	51	100	53	54	100	42	55	96	51	57	86	55	58
5	Reading	96	52	51	100	63	51	88	57	51	95	50	51	83	61	53
	Language	96	46	42	100	57	44	88	53	45	96	43	45	88	59	47
	Mathematics	96	56	51	100	58	54	87	60	55	100	44	57	95	65	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	74	76
Grades 3-4	66	69
Grades 4-5	68	86
Grades 5-6	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain active involvement with the PeaceBuilders philosophy and practices. Students are trained in conflict resolution and peer mediation. The school encourages parent participation throughout the school community. High standards are maintained through compliance with the TUSD Students Rights and Responsibilities. Highly active School Council, Student Council and Peace Coaches are maintained. A School Resource Officer is assigned to Dunham one day a week for instruction and support.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

0

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$3,152	\$1,250,370
Classroom Supplies	\$30	\$12,038
Administration	\$477	\$189,412
Support Services-Students	\$278	\$110,408
Other Support Services and Operations	\$698	\$277,037
Total Expenditures- All Categories 2000-2001	\$4,636	\$1,839,265

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Paulette Scalese Hirschman	(520) 731-4200	
Transportation Policy	Ron Stacy	(520) 617-7020	
Community Resources	Paulette Scalese Hirschman	(520) 731-4200	
School Nutrition Programs	Sherry Anderson	(520) 731-4223	
Parent Organization	Laurie Wagner	(520) 731-4240	
Student Health/Nurse	Eva Atkinson	(520) 731-4217	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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